



Advancing God's Kingdom by Preparing Competent Christian
Leaders for Spirit-Empowered Life and Ministry

NT5318 Johannine Literature (Gospel and Epistles)

3 credit hours

May 25-29, 2021
Module: G
Tuesday-Saturday, 9am-4pm

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Course Goals

Course Description

This course introduces students to the literature, composition, historicity, and distinct theological voice(s) of John's Gospel and Epistles. Through closely reading primary biblical and secondary texts, students will consider various historical, exegetical, textual, theological, and ethical concerns raised by Johannine literature and draw applications for Christian life and ministry.

Relationship to Horizon's Mission

This course helps students carefully read and appropriately apply Scripture for their own Christian living and for wider ministry application.

Course Competencies and Learning Outcomes

To demonstrate competency in **Biblical and Theological Literacy** students will

1. Learning Outcome: *Interpret a passage or theme from the Johannine literature (Gospel or Letters) in light of its literary and socio-historical contexts, and distinct theological perspective with the assistance of relevant secondary literature.*
 - Assessment: Major Project
 - Assessment: Topical Book Response
2. Learning Outcome: *Describe the key interpretive issues that are critical for understanding Johannine literature.*
 - Assessment: Major Project
 - Assessment: Topical Book Response
 - Assessment: Gospels Comparison
3. Learning Outcome: *Identify and explain key emphases and their significance within John's Gospel or/and Epistle(s).*

- *Assessment:* Major Project
- *Assessment:* Gospels Comparison
- *Assessment:* Boring Application Responses

To demonstrate competency in **Contextual Awareness**, students will:

4. Learning Outcome: *Explain how the theological witness of Johannine Literature speaks to the way we think, live, and minister today.*
 - *Assessment:* Major Project
 - *Assessment:* Boring Application Responses
 - *Assessment:* Wright Video Responses

Course Work

Required Readings

Bible.

Boring, Eugene M. *Hearing John's Voice: Insights for Teaching and Preaching*. Grand Rapids: Eerdmans, 2019. ISBN: 978-0802875464. ****Not available on the DTL.**

Brown, Sherri and Francis J. Moloney, S.J. *Interpreting the Gospel and Letters of John: An Introduction*. Grand Rapids: Eerdmans, 2017. ISBN: 978-0802873385. ([Available on DTL.](#))

Wright, N.T. *Broken Signposts: How Christianity Makes Sense of the World*. New York: HarperOne, 2020. ISBN: 978-0062564092. ****Not available on the DTL.**

Besides the textbooks, students will select and present on **ONE** Topical Book (listed below).

****While students have the benefit of accessing their textbooks online through the Digital Theological Library, they will not have access to the Digital Theological Library upon graduation. Therefore, we encourage students to purchase select textbooks to build their personal library. For your convenience, Horizon has partnered with Kennedy's Parable to provide textbooks.**

Course Assignments and Activities

1. Major Project

- a) Choose an 8-10 verse **pericope** – a self-contained passage – from John's Gospel or Letters.
- b) Research the passage using a minimum of **EIGHT (8)** *relevant* secondary sources. Sources **must** include
 - commentaries (at least **three**),
 - journal article (at least **one**), and
 - specialized study (Bible dictionary, monograph, New or Old Testament introduction, etc. at least **one**)
- c) Submit your project in **written** form, such as

- an 8-page formal paper – follow proper procedures and conventions for paper-writing. Use full and proper referencing of all sources.
- a fully scripted sermon – use full sentences – no point-form. Include also full and proper referencing of all sources. Even if you won't communicate those references orally to a "congregation," they must appear visibly in your written sermon. You may include a video of yourself preaching the sermon.
- a clearly structured Bible study – use full sentences to flesh-out your outline. Design leading questions for group discussion to lead the group along the points of your argument. Include full and proper references to your sources that support your points, even if you would not share these references directly with your Bible study group.
- a blog post or series – use full sentences and include footnotes.
- a creative expression – a song, poem, video, visual art; whatever. Submit a **written report** that explains your creative work, including an **explanatory argument** of how your creative expression accurately reflects the passage, and properly formatted **footnote references** that documents your research.

Whatever the form your project finally takes, it will be assessed on **the quality of your research** and **how well you demonstrate your argument**, showing your competency as a close reader of the text. I will **not** assess the creative aspects of your presentation.

- Related learning outcome #s 1, 2, 3 and 4.
- **Assignment Length:** 8 pages **Due date:** July 23.

2. Gospels Comparison

Using between 200-300 words (c. 1 page), respond to the email enquiry below.

YOU@horizon.edu

Reading the Gospels - CONFUSED!

Hey - how's it going? Hope you're enjoying your studies at Horizon.
 So...I have a question.
 I finally decided I'd give reading the Bible a try so I started with the New Testament.
 I read through those first four sections that are all stories about Jesus
 (Matthew, Mark, Luke and John).
 The first three seemed to have a bunch that were similar but also some stuff that was different.
 But the last one - John - was totally different.
 So I'm a bit confused and I thought you might help.
 Why are there 4 different sections telling the story of Jesus?
 And why are some similar and the other one so different?
 What's up with all this???

In your response, you must

- 1) explain the relationship between the Synoptic Gospels (Matthew, Mark, and Luke);
- 2) identify at least seven (7) elements **unique** to John that are not in the Synoptic Gospels;
- 3) identify at least three (3) elements **in common** between John and the Synoptic Gospels.

To help inform your response, see ch. 5 of **Brown and Moloney** and resources such as

Gooder, Paula, StJohnsTimeline.co.uk: “The Gospel of John,” <https://youtu.be/ZBD1dRXBWk4> (note especially from 15:31 <https://youtu.be/ZBD1dRXBWk4?t=931>).

Burge, Gary M., Gene L. Green, Lynn H. Cohick, and Inc Recorded Books. *The New Testament in Antiquity : A Survey of the New Testament within Its Cultural Context*. Grand Rapids, Mich.: Zondervan, 2010. Chapter 11. ([Available on DTL.](#))

Carson, D. A., and Douglas J. Moo. *An Introduction to the New Testament*. 2nd ed. Grand Rapids, MI: Zondervan, 2009. Chapter 6. ([Available on DTL.](#))

Johnson, Luke Timothy. *The Writings of the New Testament: An Interpretation*. 3rd ed. Minneapolis, MN: Fortress Press, 2010. Chapter 23.

Powell, Mark Allan. *Fortress Introduction to the Gospels*. 2nd ed. Minneapolis, MN: Fortress Press, 2019. Chapter 5. ([Available on DTL.](#))

Wright, N.T., and Michael F. Bird. *The New Testament in Its World: An Introduction to the History, Literature, and Theology of the First Christians*. Grand Rapids, MI: Zondervan Academic, 2019. Chapter 27.

- Related learning outcome #s 2 and 3.
- **Assignment Length:** 1 page **Due date:** May 30.

3. Boring Application Responses

This course has two textbooks to help guide our reading of Johannine literature. We will reference **Brown** regularly in class and **Boring** occasionally. Outside class, **read and respond to** assigned sections of **Boring’s textbook**, focusing on **areas for teaching, preaching, and/or application to the Christian life**.

Boring’s book has been sectioned into four parts below. Read and respond to each section with 250-300 words (c. 1 page) per section. Responses should focus on areas of application to the Christian life and may identify and describe such matters as

- areas that you might teach, preach, or apply personally – what and how;
- areas of resonance or disagreement with the textbook, and why you resonate or disagree;
- areas that might need further clarification or explanation for an audience to understand (and provide the summary clarification or explanation).

Boring, Eugene M. *Hearing John’s Voice: Insights for Teaching and Preaching*. Grand Rapids: Eerdmans, 2019.

DATE: June 4	Prologue (1.1-18)	pp. 167-208
DATE: June 11	Book 1 (1.19-12.50)	pp. 231-269
DATE: June 18	Book 2 (13.1-21.25)	pp. 269-315
DATE: June 25	Letters	pp. 130-66

- Related learning outcome #s 3 and 4.
- **Assignment Length:** 4 pages **Due dates:** June 4, 11, 18, and 25.

4. Wright Video Responses

Read and record a 2-3 min video response to each chapter of the Wright textbook and upload to **Flipgrid**. In the video, share on such matters as **agreement, disagreement, key takeaways, applications for teaching, preaching, and personal Christian living** for each of Wright's seven "signposts".

Wright, N.T. *Broken Signposts: How Christianity Makes Sense of The World*. New York: Harperone, 2020.

DATE: May 27	Introduction + Ch. 1 Justice + <i>Interlude</i>	pp. 1-34
DATE: May 31	Ch. 2 Love + <i>Interlude</i>	pp. 35-60
DATE: June 2	Ch. 3 Spirituality + <i>Interlude</i>	pp. 61-90
DATE: June 9	Ch. 4 Beauty + <i>Interlude</i>	pp. 91-116
DATE: June 16	Ch. 5 Freedom + <i>Interlude</i>	pp. 117-136
DATE: June 23	Ch. 6 Truth + <i>Interlude</i>	pp. 137-158
DATE: June 30	Ch. 7 Power + Conclusion	pp. 159-192

- Related learning outcome #4.
- **Assignment Length:** 14-21 min (2-3 min x 7) **Due:** May 27, 31, June 2, 9, 16, 23, 30.

5. Topical Book Presentation – Video or In-Class Presentation

Select one (1) source from the list of **Topical Books** (below) and prepare a 22-25 minute video summary presentation to share with the class. Upload video onto Horizon's Media Centre platform. Instructions on uploading will be given in class.

ALTERNATIVELY

Students may present *during the module live, in class*. To present in class, students must complete the assignment **before** the end of the module and must communicate with the instructor ahead of time to arrange an opportunity to present.

ALL presentations (live or recorded) must

- accurately identify the thesis or main point of the book;
- accurately represent the argument and viewpoint(s) of the book;
- show clear, orderly structure and logical flow;
- be communicated using clear enunciation and voice projection, omitting filler words, maintaining eye contact with the audience or camera, and omitting distracting body language.

Students may request an alternative book or request researching a specific topic that requires at least 200 pages of reading. Alternatives must be **pre-approved** by the instructor.

- Related learning outcome(s): #s 1 and 2.
- **Assignment Length:** 22-25 minute (video or in person) **Due date:** July 9.

Topical Books

Historicity

Anderson, Paul N. *The Fourth Gospel and the Quest for Jesus: Modern Foundations Reconsidered*. LNTS 321. London: T & T Clark, 2006.

*Anderson wishes to rehabilitate the historical reliability of John's Gospel and its role in studying the historical Jesus, a view that has been marginalized in modern criticism, by disputing the typical disjunction between the Gospel as a spiritual and theological Gospel and one that has historical reliability. To establish such reliability he sees John's Gospel as strongly interacting with the Synoptics at various points (what he calls a bi-optic perspective) and hence useful in historical Jesus studies.*¹

Bauckham, Richard. *Jesus and the Eyewitnesses: The Gospels as Eyewitness Testimony*. Second edition. Grand Rapids, MI: Eerdmans, 2017.

*Argues that the four Gospels are based on the eyewitness testimony of those who personally knew Jesus. Bauckham challenges the prevailing assumption that the stories about Jesus circulated as "anonymous community traditions," asserting instead that they were transmitted in the names of the original eyewitnesses. In this expanded second edition Bauckham has added a new preface, three substantial new chapters that respond to critics and clarify key points of his argument, and a comprehensive new bibliography.*² **[JQM: Bauckham's thesis is important as it is gaining traction as a major disruptor to much Johannine scholarship.]**

For an overview and introduction to Bauckham's thesis, listen to the two-part podcast debate between Richard Bauckham and atheist historian James Crossley.

Part 1: <https://podcasts.apple.com/ca/podcast/unbelievable/id267142101?i=1000506622111>

Part 2: <https://podcasts.apple.com/ca/podcast/unbelievable/id267142101?i=1000507333584>

Blomberg, Craig. *The Historical Reliability of John's Gospel: Issues & Commentary*. Downers Grove, IL: InterVarsity, 2002.

*Essentially a commentary on John's Gospel that limits itself to the task of displaying the historical accuracy of John's Gospel. Begins by considering the standard introductory issues in light of the book's purpose, and concludes with a summary of findings.*¹

Blomberg, Craig. *The Historical Reliability of the Gospels*. Second edition. Downers Grove, IL: IVP, 2008.

*Looking at all four canonical Gospels, in this revised edition Craig Blomberg reveals the faulty analysis and presuppositions that have led to mistaken conclusions about the Gospels, providing scholarly criteria for judging these books and biblical answers to our hard questions. This new edition has been thoroughly updated in light of new developments with numerous additions to the footnotes and two added appendixes. Readers will find that over the past twenty years, the case for the historical trustworthiness of the Gospels has grown vastly stronger.*¹

¹ Annotations from Stanley E. Porter and Andrew K. Gabriel, *Johannine Writings and Apocalyptic: An Annotated Bibliography* (Boston, MA: Brill, 2013).

² Annotations from publisher.

Johannine Authorship/Community

Bauckham, Richard. *The Testimony of the Beloved Disciple: Narrative, History, and Theology in the Gospel of John*. Grand Rapids: Baker, 2007.

Thorough defense by means of various strands of support of John the Elder (a disciple but not one of the twelve) as the author of John's Gospel. See especially chs. 2 and 3 (pp. 33–91), the first on "Papias and Polycrates on the Origin of the Gospel of John" (pp. 33–72) and the latter on "The Beloved Disciple as Ideal Author" (pp. 73–91). A collection of essays written over a period of time, the volume also includes: "Historiographical Characteristics of the Gospel of John" (pp. 93–112), "The Audience of the Gospel of John" (pp. 113–123), "The Qumran Community and the Gospel of John" (pp. 125–136), "Nicodemus and the Gurion Family" (pp. 137–172), "The Bethany Family in John 11–12: History or Fiction?" (pp. 173–189) (see 159), "Did Jesus Wash His Disciples' Feet?" (pp. 191–206), "Jewish Messianism according to the Gospel of John" (pp. 207–238), "Monotheism and Christology in the Gospel of John" (pp. 239–252), "The Holiness of Jesus and His Disciples in the Gospel of John" (pp. 253–269), and "The 153 Fish and the Unity of the Fourth Gospel" (pp. 271–284).¹

Brown, Raymond E. *The Community of the Beloved Disciple*. New York: Paulist, 1979.

Begins by proposing the origins of the Johannine community then the development of the community in relation to other groups through the production of the Gospel, the community's internal struggles through the production of the Epistles, and the final split in the community. Brown develops five major episodes in the development of the Johannine community. This is a very important book in the history of interpretation of the audience and environment of John's Gospel.¹ [JQM: Brown's community thesis represents the established scholarly perspective being challenged by Bauckham and others.]

Burge, Gary M. *The Anointed Community: The Holy Spirit in the Johannine Tradition*. Grand Rapids: Eerdmans, 1987.

Research on the Johannine literature has concluded that behind these writings stand a flourishing community of Christians who lived under the tutelage of the Beloved Disciple, preserved his writings, and venerated his memory. In this book, Gary M. Burge examines one feature of this community's belief and experience: the role of the Spirit in its view both of Christ and the Christian experience. Burge carefully examines all the Spirit passages in the Fourth Gospel and the Johannine Epistles and argues that the Johannine community elevated Spirit-experience to the forefront of Christian life and found in Christ the model of the Spirit-filled person.² [JQM: A significant resource for Pentecostals and charismatics.]

Johannine Theology

Bauckham, Richard. *Gospel of Glory: Major Themes in Johannine Theology*. Grand Rapids: Baker Academic, 2015.

Illuminates main theological themes of the Gospel of John. Bauckham provides insightful analysis of key texts, covering topics such as divine and human community, God's glory, the cross and the resurrection, and the sacraments.²

Gundry, Robert H. *Jesus the Word According to John the Sectarian: A Paleofundamentalist Manifesto for Contemporary Evangelicalism, Especially Its Elites in North America*. Grand Rapids: Eerdmans, 2002.

*Finds and studies the presence of Word-Christology throughout John's Gospel and suggests that John reveals himself as a sectarian. Gundry then applies these insights to North American Evangelicalism.*¹

Köstenberger, Andreas J. *A Theology of John's Gospel and Letters: The Word, the Christ and the Son of God*. Grand Rapids: Zondervan, 2009.

*A lengthy treatment of some of the central issues surrounding the theology of John's Gospel, including a thorough defense of traditional authorship of John's Gospel (and the epistles) by John the son of Zebedee. Includes a theological commentary on the Gospel. See also his commentary John, BECNT (Grand Rapids: Baker, 2004), which provides much of the content for the narrative commentary that is part of the theology. Draws on many of his previously published works on John.*¹

Koester, Craig R. *The Word of Life: A Theology of John's Gospel*. Grand Rapids: Eerdmans, 2008.

*After a brief introduction, the author treats God, the world, Jesus, crucifixion and resurrection, the Spirit, faith, and discipleship. The author does not use footnotes but has a useful bibliography.*¹

Course Outline (This is a **loose schedule**, subject to change)

Tuesday, May 25	Introducing Johannine Literature (Course and Literature) Overview and Structure of John's Gospel Prologue – John 1.1-18 Introducing Book I – John 2 Issues in Johannine Literature Audience, Authorship, Composition, Date, Dependence, Intertextuality, Themes
Wednesday, May 26	Book I (con't) John 3-12.50
Thursday, May 27	Book II John 13-17
Friday, May 28	Book II (con't) – John 18-20 Epilogue – John 21
Saturday, May 29	Johannine Epistles Concluding Johannine Literature

- Assignments will not be accepted after **July 23**

Academic Policies

General Guidelines for the Submission of Written Work

Formatting Papers

- Papers should be typed, double-spaced and follow the appropriate formatting guidelines (e.g. 1 inch margins).
- Follow the [Horizon Format Guide](#) consistently.
- The length of papers should fall within +/- 10% of the stated length. Papers that fall outside the length guidelines may not be graded and will receive a grade reduction.

Failure to follow these guidelines warrants a grade reduction.

Submitting Your Assignments

Assignments should be submitted via [Populi](#). The resource at this link

<https://support.populiweb.com/hc/en-us/articles/223792507-How-to-submit-work-for-assignments> explains how to submit assignments on Populi (the link to the video is also available on the info tab of the Populi course page).

Late Assignments and Extensions

All assignments are due when stated by the professor or, if not specified, within 8 weeks after the first day of class. Please contact the professor well in advance if you would like to request an adjustment to any of your due dates. A late penalty will be assessed for all overdue assignments: 1-3 days late, penalty of 10%; 4-6 days late, penalty of 20%. After six days late, an assignment receives a grade of 0.

Grading

Grade	Percentage	GPA
A+	97-100%	4
A	93-96%	4
A-	90-92%	3.7
B+	87-89%	3.3
B	83-86%	3.0
B-	80-82%	2.7
C+	77-79%	2.3
C	73-76%	2.0
C-	70-72%	1.7
D+	67-79%	1.3
D	63-66%	1.0
D-	60-62%	0.7
F	<60%	0

Academic Honesty

Horizon uses the University of Saskatchewan definition of plagiarism described as “the presentation of the work or idea of another in such a way as to give others the impression that it

is the work or idea of the presenter. Adequate attribution is required. What is essential is that another person have no doubt which words or research results are the student's and which are drawn from other sources" (Office of the University Secretary, 2012). Students are expected to give due recognition to sources from which all substantial phrases, sentences or even ideas are drawn. Note also that you may not submit work done in one course to satisfy the requirements of another course (unless both instructors agree beforehand to accept such work). See [here](#) for examples of plagiarism and further guidelines in the College [Student Handbook](#).

Disability Services Information

If you would benefit from learning accommodations due to pre-existing physical or mental health conditions or learning disabilities, contact the Academic or Student Life departments at the beginning of the course. Horizon will work to meet your learning and/or physical needs where possible. If any conditions arise during the course that you wish to disclose, please contact us as soon as possible. In all cases you will need to provide current [documentation](#) of the disability or condition you wish to disclose. Horizon takes appropriate care to ensure confidentiality about any such disclosures. For more information, contact Bob Williamson, Dean of Students, at bwilliamson@horizon.edu; Heather Wood, Associate Dean of Students, at hwood@horizon.edu; or Leanne Bellamy, Academic Coach, at lbellamy@horizon.edu.

Class Attendance

Students should attend all classes in order to optimize their learning experience. In the case of illness or other unforeseen circumstances, students may miss one day of a module course or three days of class in a term or semester course without academic penalty. A student must be present for the full duration of a class period in order to be registered as present for the class. Students who are absent for more than the number of classes stated above will automatically fail the course. Students wishing to be exempted from this policy due to extenuating circumstances may make an academic appeal, where they will need to document and verify those circumstances.

Campus Health Policy

While on campus, please maintain 2 metres of physical distance between yourself and others. Do not come on campus if you are experiencing symptoms (even if they are mild) of fever, cough, shortness of breath, sore throat, chills, runny nose, or a loss of your sense of taste or smell. If you have any of these symptoms, do not return to campus until advised by Public Health. You should self-isolate and contact HealthLine 811 for advice on whether you should be tested for COVID-19. This will help keep others safe and possibly spare them from self-isolation and testing. While you are in self-isolation, you may attend class online. The link to access your class is posted on the course page on Populi, under the Syllabus tab, under Links on the right side of the page.

Live-Streaming Etiquette

If attending class online via live-stream, keep your camera on and stay present and attentive throughout the class session. Access your class with a computer (preferably) or tablet, not a cell phone. Arrive to class on time, and dress as you would if you were attending class on campus. Join the class from a quiet space with minimal background noise, and mute your microphone until you wish to speak to the class.

Use of Technology

Horizon encourages the use of electronic devices in the classroom to enhance learning. Careful consideration must be given to privacy issues, copyrighted materials, and the general care and concern for others. Please respect the following classroom policies:

- Please use online access for course learning only. This is a matter of respect for the instructor's teaching, your own learning, and fellow students who may be distracted by other uses.
- Students should secure permission from the instructor to record any teaching material. This includes PowerPoint slides, white board illustrations, notes, and any form of audio or video.
- Student feedback is a valuable input for course improvements. Please resolve any classroom grievance about the instructor or course with the instructor personally, through the Horizon College and Seminary grievance procedures, or the Populi-based course evaluations. It is inappropriate to air classroom grievances on a social media platform.
- When instructors use recording mechanisms in the classroom, recorded materials will be used for the sole purpose of instruction and cannot be released to any social media outlet without the written consent of the students whose images have been recorded.
- In general, it is not acceptable to share photographs or videos of students in the classroom setting without permission from those whose images appear in such media.

Bibliography



THE DTL

Unless specially indicated, the following resources are all accessible online through Horizon's Digital Theological Library collection:

- Adeyemo, Tokunboh. *Africa Bible Commentary*. Grand Rapids, MI: Zondervan, 2006.
- Anderson, Paul N. *The Riddles of the Fourth Gospel: An Introduction to John*. Minneapolis: Fortress Press, 2011.
- Anderson, Paul N., Felix Just, and Tom Thatcher. *John, Jesus, and History. Vol. 2, Aspects of Historicity in the Fourth Gospel*. Atlanta, GA: Society of Biblical Literature, 2009.
- . *John, Jesus, and History. Volume 1, Critical Appraisals of Critical Views*. Atlanta, GA: Society of Biblical Literature, 2007.
- . *John, Jesus, and History. Volume 3, Glimpses of Jesus through the Johannine Lens*. Atlanta: SBL Press, 2016. <http://site.ebrary.com/id/11233439>
- Arnold, Clinton E., and Andreas J. Köstenberger. *Zondervan Illustrated Bible Backgrounds Commentary. Vol. 2, John, Acts*. Grand Rapids, MI: Zondervan, 2002.
- Ashton, John. *The Gospel of John and Christian Origins*. Minneapolis: Fortress Press, 2014.
- Ashton, John, Christopher Rowland, and Catrin H. Williams. *Discovering John: Essays by John Ashton*. Eugene, OR: Cascade Books, 2020.
- Attridge, Harold W. *History, Theology, and Narrative Rhetoric in the Fourth Gospel*. The PèRe Marquette Lecture in Theology. Milwaukee, WI: Marquette University Press, 2019.
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- . *John 12-21*. Nashville: Broadman & Holman, 2002.
- Breck, John. *Spirit of Truth: The Holy Spirit in Johannine Tradition*. Crestwood, NY: St. Vladimir's Seminary Press, 1991.
- Brodie, Thomas L. *The Gospel According to John: A Literary and Theological Commentary*. New York: Oxford University Press, 1998.
- Brooke, Alan England. *A Critical and Exegetical Commentary on the Johannine Epistles*. London: Bloomsbury, 2014.
- Brown, Raymond E. *The Gospel and Epistles of John : A Concise Commentary*. Collegeville, MN: Liturgical Press, 1988.
- . *The Gospel of John and the Johannine Epistles*. Revised 3rd ed.: Liturgical Press, 1986.
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- Brown, Sherri, and Francis J. Moloney. *Interpreting the Gospel and the Letters of John: An Introduction*. Grand Rapids: William B. Eerdmans Publishing Company, 2017.
- Brown, Sherri, and Christopher W. Skinner. *Johannine Ethics: The Moral World of the Gospel and Epistles of John*. Minneapolis, MN: Fortress Press, 2017.
- Brown, Tricia Gates. *Spirit in the Writings of John: Johannine Pneumatology in Social-Scientific Perspective*. Journal for the Study of the New Testament Supplement Series. New York: T & T Clark International, 2003.
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